

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on November 19, 2013, from 9:30 am – 3:30 p.m.

Members Present

Kristina Blackledge
Lara Bruner
Patricia L. Carey
Susan Douglas
David Kendall Grant
Ashley Hafner
Edward O'Neill, Vice Chairperson
Kimberly A. Peaslee
Christopher Tiffany
Nancy K. Williams, Co-Chair
Lisa Soeby

Others Present

Angela Denning, ADE/ESS
Nicol Russell, ADE/ECSE
Jeannette Zemeida, ADE/ESS

Members Absent

M. Diane Bruening, Ed.D.
Gena Garland
Amanda Heyser
Robert Hill, Ed.S.
Dr. Ida Malian, Co-Chair
Leanne Murrillo
Laura Schweers

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Edward O'Neill, Vice Chairperson, called the meeting to order at 9:59 a.m. (Meeting delayed due to lack of quorum.)	1. None.
2. Approval of September 17, 2013 minutes.	<p>Kristina Blackledge discovered a typo in the minutes. Kimberly A Peaslee made a motion which was seconded by Susan Douglas to approve the minutes of the September 17, 2013 meeting as corrected.</p> <p>The motion was approved.</p>	2. Motion carried.
3. Public Comment.	Nancy Williams, Co-Chair, welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a `brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. Teacher Certification	<p>Dr. Lisa Aaroe, Director of Recruitment and Retention, Arizona Department of Education/Exceptional Student Services (ADE/ESS), updated the Panel on recent activities.</p> <p>The Arizona State Board of Education embraced the proposed changes to Certification. The Certification Committee (spearheaded by Kimberly Peaslee, SEAP member) was a great learning opportunity. They provided helpful feedback on the proposed changes.</p> <p>A few of the changes to certification:</p> <p>ADE will repeal the school psychologist intern certificate. (ADE will not be issuing any more of these certificates.)</p> <p>There is only one holder of this certificate in Arizona.</p> <p>ADE is putting a moratorium on the Speech Language Technician (SLT) certificate. No more certificates will be issued, but individuals currently holding the certificate can continue to practice and renew the certificate.</p> <p>The certificate changes will go into effect on December 2, 2013. The universities have two years (January 1, 2016) to have their new courses approved.</p> <p>The mild/moderate and severe/profound certification changes were also approved by the State Board. Arizona will move from a categorical certification to one that is more focused on level of severity.</p> <p>Those individuals who currently hold LD (learning disability), ED (emotional disability), MR</p>	4. None.

Topic	Discussion	Outcome
	(mentally retarded), Severe/Profound can continue to practice under that certificate and can continue to renew that certificate.	
	Individuals who have both the LD and ED certificates can be housed into one certificate as long as they have the courses that are required.	
	Individuals who want to merge their existing certificates into the new certificates need to take a look at their college transcripts and make sure there is an alignment with the requirements on the new certificates.	
	Individuals who are missing a course or two may be able to take the course online through SELECT. The SELECT courses are being revamped and so they will revolve around the new certification requirements.	
	Dr. Aaroe fielded questions from the Panel.	
	ESS Recruitment staff have been working hard to get Speech Language Pathologists (SLPs), Speech Language Pathologist Assistants (SLPAs), Occupational Therapists (OTs), etc. into Arizona.	
	Dr. Aaroe provided Panel members with brochures which can be found on the ESS website under Recruitment: http://www.azed.gov/special-education/cspd/recruitment/ .	
	The brochures have been used by ESS Retention and Recruitment staff when they attend national and state conferences for recruitment. The brochures have also been sent to universities in other states.	
	Dr. Aaroe informed the Panel that the new Early Childhood Special Education Certificate will take effect on December 2, 2013 as well.	
	The age range for the new certificate will be Birth - Age 8, or Grade 3. Applicants will no longer have to obtain an early childhood and a special education certificate.	
	There currently is an Early Childhood Special Education Certificate but it only covers Birth to Age 5. There wasn't any coursework tied to the certification so there wasn't an opportunity for universities to create a State Board-approved program. The new certificate will allow for State Board-approved programs.	
	The Birth - Age 5 certificate will end in 2016. Renewals will receive the new certificate with no additional coursework requirements. There are less than 200 certificates under the old	

Topic	Discussion	Outcome
	certificate.	
5. Early Childhood Special Education (ECSE).	<p>Nicol Russell, the new Director, ADE, Early Childhood Special Education (ECSE), introduced herself to the Panel and described her previous experience.</p> <p>ECSE has been working on:</p> <ul style="list-style-type: none">getting the new Early Childhood Special Education Certificate adoptedbuilding collaboration around Autism <p>There will be a new ECSE newsletter on the ADE ECSE website in December.</p>	5. None.
6. Dispute Resolution.	<p>Kacey Gregson, Deputy Director, and Shannon Chavez, Corrective Action Compliance Monitor ADE Legal Services gave the Panel their annual report on Due Process, Mediation, and Complaints for Federal Fiscal Year (FFY) 2012.</p> <p>Ms. Gregson provided the Panel with a link to the due process decisions that were issued for SY 2013-13: http://www.azed.gov/special-education/dispute/due-process/due-process-level-1-decisions-fy-13/. Ms. Gregson briefly reviewed the cases.</p> <p>In order to monitor compliance with Part B of IDEA states are required to have an effective monitoring system and a state administrative complaint system so that the community can notify the state that there is, or may be, noncompliance in a public school.</p> <p>The information listed below will appear in the State Performance Plan/Annual Performance Report (SPP/APR) as Table 7. [Attachments 1, 2 and 3]</p> <p>Written, Signed Complaints</p> <p>Complaints:</p> <ul style="list-style-type: none">Received 108 complaints68 were issued a Letter of Findings46 had a finding of noncompliance40 were voluntarily withdrawn or dismissed <p>Based on a question from a Panel member Ms. Chavez explained that if there is a finding of noncompliance the corrective action requirements are handled based on the situation. All complaints against a Public Education Agency (PEA) will be handled on an individual basis, but if there were multiple complaints resulting in findings of noncompliance with the same or similar issue against the same PEA and across campuses/boundaries the complaint investigator may</p>	6. None

Topic	Discussion	Outcome
	look for a systemic issue, which the corrective action will address.	
	The two major areas of complaints are: Special Education & Related Services and Evaluation & Eligibility at 13 percent each.	
	Mediation	
	Received 62 requests	
	37 mediations were held	
	16 related to due process hearing	
	13 resulted in agreement	
	21 not related to due process hearing	
	19 resulted in agreement	
	1 mediation pending on June 30, 2013	
	24 mediations were withdrawn	
	Due Process:	
	Received 81 requests	
	31 opted to go through the resolution session process	
	15 resolved with a resolution agreement	
	1 went through a fully adjudicated hearing (as of June 30)	
	9 complaints pending (as of June 30)	
	71 complaints were withdrawn	
	Expedited Due Process	
	Received 2 requests	
	1 expedited resolution meeting	
	Did not result in a resolution agreement	
	2 complaints were withdrawn or dismissed	
	Mediation and Due Process are part of a parent's procedural safeguards.	
	Mediators are independent contractors at the state level. They are trained in mediation techniques and trained in IDEA. They assist in facilitating a resolution by making sure everybody is heard. They will then assist the parties in reaching a resolution. If they are able to reach resolution the Mediator will assist in drafting the mediation agreement. The mediation agreement is a binding contract that's enforceable in a State court of competent jurisdiction or federal court.	
	A school, parent or a student who has reached the age of majority can file a due process complaint ask for an Administrative Hearing on a substantive issue. They can go before a	

Topic	Discussion	Outcome
	<p>judge and have a hearing that is similar to a trial, although the rules of evidence are slightly relaxed in an administrative setting. This turns the decision making over to an Administrative Law Judge at the Arizona Office of Administrative Hearings.</p> <p>ADE has a website that contains a webinar about the dispute resolution process, a brochure regarding the process, etc. The website is: http://www.azed.gov/special-education/dispute/.</p> <p>Ms. Chavez showed a brief PowerPoint presentation comparing each process and the types of PEAs that were involved in the dispute resolution process. (Attachment 3)</p> <p>Ms. Chavez informed the Panel that the number of complaints have dropped in the past few years. She outlined the increase in ADE training for PEAs and stated that she felt that this was contributing to the decrease of complaints.</p> <p>Ms. Gregson and Ms. Chavez fielded questions from the Panel.</p> <p>Panel broke for lunch at 11:45 am.</p>	
7. Arizona's College and Career Ready Standards Updates.	<p>Margaret Bowerman, Program Project Specialist, ADE Assessment Division, updated the Panel on the Partnership for Assessment of Readiness for College and Careers (PARCC) activities.</p> <p>Prior to the meeting Ms. Bowerman provided the Panel with a document that outlined the embedded accommodations that will be available for the upcoming PARCC field test. [Attachment 4]</p> <p>Ms. Bowerman informed the Panel that as of the November SEAP meeting the Arizona State Board of Education had not adopted an assessment to assess the college and career ready standards. It was still in progress. However, Arizona is committed to conducting the field test for PARCC as part of their work as a governing state in the PARCC consortium.</p> <p>In the event that the Smarter Balance assessment is adopted, the list of embedded accommodations will be available for this assessment as well.</p> <p>Ms. Bowerman had an opportunity to be one of 18 individuals who just tested the accessibility features that are available for all students. They were given a series of simple tasks to do within the testing framework. They were also asked to use multiple browsers and computer systems to try to "break" the system. Tasks included viewing accessibility features such as using answer masking, changing background colors, as well as trying to access items on the computer like notepad and print screen. The testers were able to provide PARCC with</p>	7. None.

Topic	Discussion	Outcome
	<p>feedback about challenges with the different features and browsers. There will be additional small groups asked to test the system before opening it up to a wider field.</p> <p>The field test that students will take in Spring 2014 will also be a test of the system and the test. Questions will be evaluated for grade-level appropriateness, bias, and appropriateness for certain groups of students. The field test will also be used to determine how difficult it is to administer the test.</p> <p>PARCC has introduced the second version of their accommodations manual. Ms. Bowerman provided the Panel with the PARCC parent guide for accommodations. [Attachment 4] This document and other PARCC resources can be found at www.parcconline.org. ADE will also put the PARCC information on its website.</p> <p>PARCC test items are included on the ADE website. Teachers and students have tested the test and discovered some bugs and other items that needed to be corrected. ADE staff members have also used their feedback for item analysis.</p> <p>In early December ADE will be posting some math items and literature items for various grade levels. ADE is trying to cover grades in math and literacy that haven't been covered by PARCC so that all areas can be reviewed.</p> <p>In response to a question from a Panel member Ms. Bowerman explained the process of selecting the state assessment.</p> <p>The PARCC and Smarter Balance Consortiums have designed the next generation of assessment systems based on the College and Career Ready Standards. Test items have been developed this year based on Blueprints that describe the content and structure of an assessment. The Arizona State Board of Education has asked for a Request for Information (Rfi) to review assessments from vendors that will measure students on Arizona's Standards. Information can be gathered fairly quickly in the next few months.</p> <p>An Rfi is a part of the formal process that is required whenever Arizona brings in another statewide assessment. Audra Ahumada, Alternate Assessment Director, ADE Assessment Unit, explained the process.</p> <p>Panel members voiced their concerns about timing the PARCC field test so close to the AIMS assessment. ADE staff emphasized the importance of the information gleaned from the field testing.</p> <p>Ms. Ahumada updated the Panel on the National Center and State Collaborative (NCSC).</p>	

Topic	Discussion	Outcome
	<p>Ms. Ahumada gave the Panel the following link to review information after the meeting: http://www.azed.gov/standards-development-assessment/assessing-students-with-disabilities/aims-a-2/.</p> <p>Ms. Ahumada has been attending item writing groups. The groups have been reviewing the actual items that will be used for English Language Arts (ELA), Writing, Reading and Mathematics for NCSC. Arizona teachers are being included in national reviews.</p> <p>Ms. Ahumada is currently working on the Accommodation Committee. They are looking at writing a manual and including the current accommodations in the assessment. NCSC already has many of the accommodations already embedded into the test items.</p> <p>The committee is conducting a small study with students with deaf and blind or multiple disabilities. The study is looking at how the students are interacting with the test and determining what additional supports they need.</p> <p>There are five Arizona schools that are participating in a study that is examining the writing items. There are about 20 teachers with 3 students each.</p> <p>As part of the State Management Team, Ms. Ahumada reviews the training modules that are being released. There will be individual modules for teachers/test administrators when they are preparing to administer the assessment. After they complete the modules they will be considered certified/qualified (still working on terminology) to administer the alternate assessment for NCSC.</p> <p>Ms. Ahumada has asked that the modules be no longer than 30-45 minutes so individual topics can be covered. Longer trainings may be too much information to absorb at one time. The modules will be content or topic specific based. The modules should be ready in January 2014.</p> <p>Ms. Ahumada discussed parent resources included on the ADE website. They can be found at: http://www.azed.gov/special-education/aimsa/teachers/. [Attachment 5]</p> <p>Ms. Ahumada fielded questions from the Panel.</p>	
8. Safe School	This item was tabled.	8. None.
9. Exceptional Student Services.	There are two difference lists of online schools. One has approximately 54 and the other has approximately 72. The number of schools on each list seems to be based on the definition of	9. None.

Topic	Discussion	Outcome
	<p>an online school. ESS is working with Title 1 staff to figure out the definition of online and virtual school.</p> <p>Ms. Denning reported that she had recently attended the 2013 National Association of State Directors of Special Education (NASDSE) Conference and that it had included a breakout session on online schools. It was concluded that there isn't enough data regarding online schools since they haven't been in existence for very long. As with other types of schools, some are doing really well and some aren't doing so well. NASDE is looking at how these schools are doing with students with a disability.</p> <p>Another item of concern is the provision of related services (such as OT, speech/language, etc.) through teleconferencing. This can be a benefit to isolated rural areas that have no one available. Is this better than nothing at all? How can this become a really good option for those areas that don't have any other options?</p> <p>Arizona is currently in the process of being monitored for the Elementary and Secondary Education Act (ESEA) waiver. It was delayed due to the government shut-down. Arizona included components on how the state is supporting teachers who are special educators and students with a disability. [Attachment 6]</p> <p>Oran Tkatchov, Director of Professional Development, Dr. Lisa Aaroe, Director of Recruitment and Retention, and their staff have worked to make sure that teachers have received information on College and Career Ready Standards, the new assessments, PARCC, and NCSC. Staff have been conducting face-to-face trainings as well as webinars to get the information out to the teachers.</p> <p>The requirement to determine Adequate Yearly Progress (AYP) was waived. Annual Measurable Objectives must still be met, but the process for school improvement designations has changed.</p> <p>The approved request allows for concentrated school improvement resources on Priority Schools (those with lowest achievement), Focus Schools (those with greatest achievement gap) and Reward Schools (those that beat the average and excel).</p> <p>ESS Professional Development offered Focus School Grants. The grants provided training, support and fiscal resources to help schools focus in on their students with a disability and close that gap. ESS was going to offer another round of focus school grants for this school year but discovered that the schools on the list for last school year were still on the list this year. Part of the reason was that the schools didn't start implementing the information/resources until this school year so it didn't count against last</p>	

Topic	Discussion	Outcome
	<p>year's information.</p> <p>A significant part of the Focus School Grant was that the school had to connect it to whatever they were already doing with Title I or School Improvement. This was another support to increase scores for all students but focused on the students with a disability.</p> <p>ESS is working with other units within ADE to improve the ESEA Waiver Application as special education students and English language learners are big subgroups within the waiver.</p> <p>The Secretary of Education is discussing streamlining the process for the second round of waivers for those states that were granted waivers in the first and second round of ESEA waivers. Arizona was in the second round of approvals.</p> <p>There is no new information to report on the State Systemic Improvement Plan (SSIP). There was no new information to report at the NASDSE conference because it was being held during the government shut-down and all pertinent staff was furloughed. One item of note: the reporting requirements for the State Performance Plan/Annual Performance Report (FY 2012-2013) due on February 1, 2014 will remain the same. The State Systemic Improvement Plan for FY 2014-2015 will be the new report. This is still out for comment.</p> <p>Ms. Denning briefly reviewed a chart with 3 years of State Disability Proficiency data. Ms. Denning and ESS Directors are currently trying to interpret the data so that it is easily reportable. She will have more information to report at the January SEAP meeting.</p> <p>Panel members discussed the reported results and asked for additional information.</p> <p>ESS will be interviewing top performing Public Education Agencies (PEAs) with high assessments scores for special education students to find out what they are doing to help students achieve their scores.</p> <p>According to the Office of Special Education Programs (OSEP), although Arizona has a very tight, strong monitoring system for the use of funds, it needs to cover more districts. So, Shannon Duus, Senior Auditor for Fiscal Monitoring of IDEA Grant Funds began to look at what Arizona could do to identify risk factors that could be used to create a tiering system when monitoring a PEA's use of IDEA Part B funds. [Attachment 7]</p> <p>The tiering system would be based on some risk indicators with 3 stages: low, moderate, high. ADE wanted to use a three-year cycle so that within three years the state would have fiscal monitoring on all of the PEAs in the state (approximately 684). In comparison, the</p>	

Topic	Discussion	Outcome
	<p>previous monitoring cycle covered 18 PEAs.</p> <p>PEAs in the high risk category will be visited more often and will require an on-site visit. The biggest issue ESS encounters is time and effort. If a PEA has good internal policies and controls in place they will most likely be considered low-risk. If not, this will trigger a closer look.</p> <p>Risk Analysis:</p> <p>Stage 1: Review of overall business policies and procedures; audit guide questionnaire; previous audits; etc.</p> <p>If the PEA gets a “yes” to any of these areas, they will go to the next level of assessment. If this area is considered fine, then the PEA just has to complete a desk audit.</p> <p>Stage 2: First decision: desk audit with some phone/e-mail contact or, is an on-site review required? This will be based on prior monitoring issues.</p> <p>Stage 3: On-site monitoring required.</p> <p>More information on the new fiscal monitoring can be found at: http://www.azed.gov/grants-management/federal-fiscal-monitoring/.</p> <p>The 2013 Transition Conference was held Sept. 30 – Oct. 2, 2013. The conference was sponsored by ADE/ESS with Arizona Department of Economic Security, Rehabilitation Services Administration, Vocational Rehabilitation (DES/RSA/VR); Arizona Department of Economic Security, Division of Developmental Disabilities(DES/DDD); and Arizona Department of Health Services, Office for Children with Special Health Care Needs(OCSHCN). There were 876 participants. There were 105 sessions offered this year.</p> <p>Panel members asked about conference participants and asked if parents could attend the conference. They asked that ESS consider creating a parent/student-specific training with Raising Special Kids.</p>	
10. Special Education Advisory Panel.	<p>Due to lack of time the Annual Report was tabled to the January meeting.</p> <p>Review of Annual Activities was tabled to the January meeting.</p> <p>Advisement to ADE/ESS: Consider a separate opportunity for parents and students to participate in postsecondary training. Ms. Denning invited Lisa Soeby to coordinate with ESS</p>	10. None.

Topic	Discussion	Outcome
	<p>on this issue.</p> <p>Key Points for September 17, 2013 SEAP Meeting:</p> <p>The following certification changes will be effective December 2, 2013:</p> <p>ADE will repeal the school psychologist intern certificate. ADE is putting a moratorium on the Speech Language Technician (SLT) certificate. The mild/moderate and severe/profound certification changes New Early Childhood Special Education Certificate (Birth to Age 8, or Grade 3)</p> <p>The university course approvals will be due in 2016.</p> <p>Dispute Resolution report</p> <p>Assessment updates</p>	
11. Members Reports from the Field	Tabled due to loss of quorum.	11. None
12. Adjournment.	<p>The next SEAP meeting is scheduled for January 21, 2014. It will be held at the Arizona Department of Education, 3300 N. Central Ave., 16th Floor, Room 104, Phoenix, AZ.</p> <p>Agenda items for future meetings:</p> <p>Virtual Education Growth scores Open Meeting Law – Jordan Ellel Private school approval requirements Parent consent states Safe Schools</p> <p>The meeting was adjourned at 3:04 p.m. due to loss of quorum.</p>	12. Adjournment.